**ENC 2135-134: Research, genre, and Context:**

**Race and Gender Studies**

**Course Info:**

**MW 3:35-4:50**

**DIF 312**

**[Access Class Website Here](https://aed16e.wixsite.com/poetrytechnique)**

**Instructor Info:**

**Alexa Doran**

**aed16e@my.fsu.edu**

**Office Hours: MW 5-8 PM**

**Office Location: Williams 329**

**Course Description**

ENC 2135 fulfills the second of two required composition courses at Florida State University. While continuing to stress the importance of critical reading, writing, and thinking skills emphasized in ENC 1101, as well as the importance of using writing as a recursive process involving invention, drafting, collaboration, revision, rereading, and editing to clearly and effectively communicate ideas for specific purposes, occasions, and audiences, ENC 2135 focuses on teaching students research skills that allow them to effectively incorporate outside sources in their writing and to compose in a variety of genres for specific contexts. This specific section of the course makes use of pop culture and current events to develop these skills.

The course is composed of three main units, each one focusing on helping students develop research skills and compose in a genre appropriate for a specific context.

*The first unit* asks that students write an essay in which they begin to develop the strategies they will need to rhetorically analyze and use different genres and to explore the ways in which genres function in their daily lives. In addition to composing drafts of the essay, they are asked to submit a self-analysis of their composition.

*The second unit* asks students to compose in an academic genre: the researched essay. They are asked to write on a topic from pop culture or current events they find engaging and to incorporate no fewer than ten sources.  In addition to drafts of the essay, students are asked to submit a research question, a research proposal, a research-in-progress report, an annotated bibliography, and a self-analysis of their essay.

During the research phase of the class, each group will present three skits about logical fallacies selected from a list of twenty logical fallacies.

*The third unit* asks students to use the research conducted within their second project and re-present the argument they made in that essay across three genres.In addition, students are asked to write a rationale that explains the rhetorical choices they made in each genre and how they see those choices as rhetorically effective for their context and audience, as well as a final reflection that explores what they learned about genre and rhetorical situation and how the project added to, challenged, or complicated their theories and practices of composing.

Each student will present to the class a Final Portfolio using Wix.

**Course Objectives**

By the end of the course, students will demonstrate the ability to:

* convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience.  They will understand that writing is a process involving practice, drafting, revision, and editing.
* analyze and interpret complex texts and representations of meaning in a variety of formats.
* gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers’ and writers’ practices and purposes.
* develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and structure.
* locate and evaluate (for credibility, sufficiency, accuracy, timeliness, and bias) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources.
* use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer’s ideas with those from appropriate sources.
* gain experience negotiating variations such as structure, paragraphing, tone, and mechanics in genre conventions.
* practice applying citation conventions systematically in their own work.

**Course Materials**

*The Bedford Book of Genres: A Guide and Reader*, FSU digital edition, 2018, by Amy Braziller and Elizabeth

 Kleinfeld; Bedford/St. Martin, 2018.

[Owl at Purdue](https://owl.english.purdue.edu/owl/resource/747/01/)

# University Policies

## University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

## Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

## Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu/>

## Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

# Plagiarism

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of College Composition and the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: “Regarding academic assignments, violations of the Academic Honor Code shall include representing another’s work or any part thereof, be it published or unpublished, as one’s own.”

A plagiarism education assignment that further explains this issue will be administered in all ENC 2135 courses during the second week of class. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand.

**Civility Clause**

I refuse to tolerate offensive or disruptive language or behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti­ethnic slurs, bigotry, offensive slang, and disparaging commentary—in spoken, written or digital forms. If you think something might be inappropriate for my classroom, it is. While I do not disagree that you each have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable in the classroom, blog posts, or any digital component of this course and will be dealt with immediately. Disruptive behavior includes the use of cell phones or any other form of electronic communication during the class session. Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation. This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate this policy and may be counted as absent as a result.

## **Attendance**

In accordance with University attendance policies, you will not be penalized for a reasonable number of absences due to school-sponsored events, observance of religious holidays, active military service, and personal emergencies. However, official documents need to be presented in support of these absences so that they are not counted as unexcused. The calendar of school-sponsored events and religious holidays that will affect your attendance in class must be presented to me by end of the first week of classes. If the number of absences expected as a result of participation in school-sanctioned events and religious holidays is more than two-weeks’ worth of classes, then you should enroll in a section that accommodates that calendar or drop the course in order to take it at a later semester. In order to drop the course as a result of this situation or other extenuating circumstances, please consult with an adviser in the Office of Undergraduate Studies, A3300 University Center, (644-2451). With regard to unexcused absences, your grade for the course will incur a penalty of a fraction of a letter grade (A to A-, A- to B+, etc.) for each absence after four unexcused absences.

You must arrive at each scheduled class period on time. **Arriving to class after I have begun teaching is disruptive.**

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**Not showing up for a conference counts as two absences.**

If you have an excellent reason for going over the allowed number of absences, you should contact Undergraduate Studies (644-2451) and make an appointment to discuss your situation. If you can provide proper documentation of extreme circumstances (for example, a medical situation or some other crisis that resulted in you having to miss more than the allowed number of classes), Undergraduate Studies will consider the possibility of allowing you to drop the course and take it the following semester.

Important Note: FSU’s Composition Program Attendance Policy does not violate the University Attendance Policy that appears in the “University Policies” section later in this syllabus. The Composition Program Attendance Policy simply specifies the number of allowed absences, whereas the University Attendance Policy does not.

# Reading/Writing Center (RWC)

What is the RWC?

Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Think of the RWC as an idea laboratory: it is a place to develop and communicate your ideas!

Who uses the RWC?

In short: everyone! The RWC’s clients include a cross-section of the campus: first-year students writing for composition class, upper-level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others.

Where is the RWC located?

As of Fall Semester 2015, the RWC currently has four locations: the newly remodeled Williams 222 location, the gleaming Johnston Ground location, the happening Strozier Library location, and the up-and-coming Dirac Library location. For students who are distance learners, online tutoring is available. Contact Dr. McElroy at smcelroy@fsu.edu for information.

What are the hours?

Hours vary by location. Check the online schedule for availability.

Who works there?

The tutors in the RWC are graduate students in English with training and experience in teaching writing, and undergraduate students who have completed a 3-credit English elective course in tutoring writing and who have been apprentice tutors in the RWC.

What happens in a RWC session?

Many things! You can come with a prompt and talk about your ideas with someone who will be an active listener and ask questions to help you figure out what you think. You can come with a few ideas jotted down, and you can talk through your organization with a tutor. Once you have written parts of a draft or a whole draft, you can see if you communicated your ideas clearly by having a tutor be your “practice audience.” They will listen as a reader, and explain to you what they are thinking as a reader. If they hear what you intended to communicate, yippee. If not, you have an opportunity to revise before you give your work to your actual audience. The tutors will also help you learn editing and proofreading strategies so you can independently communicate your ideas clearly.

How do I make an appointment?

The best way is by using our online scheduling website: http://fsu.mywconline.com Instructions for making an appointment can be found here:http://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment While we will accept walk-ins if a tutor is available, it is usually best to book ahead.

How much tutoring help can I have?

All FSU students can have 1.5 hours of tutoring a week FOR FREE. This includes all locations, i.e., NOT 1.5 hours in Williams, 1.5 hours in Strozier, etc. Students who opt to register for ENC 1905, REA 1905, or ENG 5998 may have more time depending on the number of credits they choose to take. Appointments are limited to 60 minutes/day.

# The Digital Studio

The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a website, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. The DS has both Macs and PCs, and some of the cool software available in the DS includes Photoshop, InDesign, Windows Movie Maker, iMovie, and more.

Who uses the DS?

Any FSU student who wants to complete digital class assignments or to improve overall capabilities in digital communication. Students also use the DS to make Prezis, business cards, flyers for their own student organizations, and more!

Where is the DS?

There are two DS locations: Williams 222 and Johnston Ground.

What happens in a DS session?

Like the RWC, think of the DS as an idea lab, only it is a place to explore ideas in digital texts and to learn new technologies to communicate ideas in those mediums.

How do I make an appointment?

The best way is by using our online scheduling website: http://fsu.mywconline.com The DS does accept walk-ins, but the DS gets booked by large groups and is very busy at the end of the semester, so it is best to plan ahead.

How much tutoring can I have?

You can use the DS as much as you’d like.

## **Final Grades**

|  |  |  |  |
| --- | --- | --- | --- |
| A |  93 – 100 | C | 73 – 76 |
|  A- | 90 – 92 |  C- | 70 – 72 |
|  B+ | 87 – 89 |  D+ | 67 – 69 |
|  B | 83 – 86 | D | 63 – 66 |
|  B- | 80 – 82 |  D- | 60 – 62 |
|  C+ | 77 – 79 | F | 0 – 59 |
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| --- | --- |
| College-level Writing Requirement | To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C-” or higher in the course, and earn at least a “C-” average on the required writing assignments. If the student does not earn a “C-” average or better on the required writing assignments, the student will not earn an overall grade of “C-” or better in the course, no matter how well the student performs in the remaining portion of the course. |

**How Will I Be Graded?**

Project 1 20%

Project 2 20%

Project 3 20%

Annotated Bibliography 20%

Homework 20% (10% Final Portfolio + 10% all other assignments)

Late Policy for Homework: Late homework will receive half credit.

Late essays will lose 5 points per day.

**MAJOR PROJECT DESCRIPTIONS**

**Project #1:**

**Understanding Genres: The Construction of Identity**

(1500 typed, polished words)

Task: How do different genres shape our understanding of race, gender, age, sexual orientation, and disability?

For this project, you will choose an identity you would like to explore and examine how **four** different genres shape our understanding of that identity. This assignment aims to expand your understanding of the complexity of identity, of the social construction of identity, and of the importance of interrogating stereotypes. This assignment also will help you develop the strategies you will need to rhetorically analyze and use different genres and to explore the ways in which genres function in our lives and in various texts.

Your essay should respond to the following:

Which element(s) does each genre rely on: pathos, ethos, or logos? Provide examples.

Who is the intended audience for each genre? Provide support for your answer.

What is the tone of each piece you discuss? Provide support for your answer.

Use sensory imagery to describe each composition.

Discuss the rhetorical decisions of the writer/composer. How do the aesthetic choices add to our idea of identity?

How does each genre resist or reinforce stereotypes present in the other genres?

Develop a 1500-word essay (double-spaced, 12 point Times New Roman font) based on your analysis.

**What will I be graded on?**

**20 points** *A solid thesis.* A solid thesis should include

1. The four types of genre you are discussing, titles, and authors, in the order that you will be discussing them
2. A solid connection between your four genres which answers one of the above questions that is supported consistently throughout your essay.

**20 points** Use details and sensory imagery to *describe and summarize* each composition. What is the *purpose* of each of the composition?

**20 points** Discuss either *pathos, ethos, or logo* for all four genres. Analyze how rhetorical appeal effects our conception of the identity in question. Provide examples.

**20 points** Discuss the rhetorical decisions of the writer/composer. How do the aesthetic choices add to our idea of identity? (For example, tone, color choices, diction, proximity, design, length, size, casting). Provide examples.

**10 points** *Audience analysis*. What demographics does your source target? How can you tell? Provide examples.

**5 points** Do not use your *conclusion* to your repeat your thesis, instead use your conclusion to move the essay forward. Either make a suggestion, a prediction, or ask a question that pushes readers to think further about the subject.

**5 points Grammar, Spelling, Sentence Structure etc.**

**Project #2:**

**The Researched Academic Essay**

(2000 typed, polished words)

Task: For the second project, you'll write a researched academic essay using at least ten total sources, *seven of which must be scholarly. peer-reviewed sources*. Your essays needs to be 2000 polished words typed and double spaced, in MLA format including parenthetical in-text documentation and a list of Works Cited.

At the university level, research involves genuine inquiry. Rather than simply gathering and assembling information into a tidy paper, scholars (students and professors alike) instead:

1. Choose an intriguing topic

2. Fashion a specific and viable research question

3. Research, analyze, and report the findings using strategically crafted prose.

Selecting a topic you find intriguing is crucial; if you have minimal interest in your research question, you'll struggle to compose an effective, compelling essay that adds to the current scholarship. It might be helpful to choose a topic that is related to your major––this could be a way to kick-start your academic career. If you're still considering your options at FSU, you could use this project to determine whether or not you want to pursue a particular major.

**How will I be graded?**

You will be required to use 10 sources: 7 scholarly sources, 3 additional credible sources. The paper should be double spaced. 12 point Times New Roman Font. One inch margins. Page numbers.

**20 points** Clear and supported *thesis statement*. Your thesis statement should be one sentence that clearly states your argument and your reasons in the order in which you will discuss them.

**20 points***Integrated quotes* from ALL of the sources you use, you may use one block quote

**20 points** *In-text citations* wherever appropriate, documented correctly, absolutely no information should remain uncited, this includes introducing your source by author and title into the content before citing it

**10 points** You must discuss/acknowledge *the opposing argument.*

**10 points** A *conclusion* that makes a clear, specific suggestion as to how you think the issue you have chosen should be resolved/handled, this should *include a call to action* – do NOT simply repeat your thesis statement and/or summarize your introduction

**10 points** Standard MLA style Works Cited.

**10 points** Standard Grammar, Spelling and Punctuation

**Annotated Bibliography**

(1500 typed, polished words)

Task: In this section you will need to annotate **ten** potential sources, **seven** of which must be scholarly, peer-reviewed sources.

How will I be graded:

**20 points** *Proper MLA formatting*. This means alphabetized entries that are correctly aligned, with text blocks properly separated

**20 points** *Proper MLA Citations.* Hanging Indent. Use the Owl at Purdue to create your citations, do not rely on third party citation generators.

**20 points** *Summary of the article*. This needs to include one direct quote, as well as descriptions and results from any studies.

**20 points** How you will you use the source in your essay? Will it be in the introduction? Used as opposing evidence? In conjunction with another source to make a point? As background info? This will help you organize your info later.

**20 points** *Evaluation* of the article’s credibility. Examine author’s credibility, source credibility, the references used or not used, explicit bias, logical fallacies, lack of pathos/ethos/logos etc.

**Project #3:**

**Composition in Three Genres**​​

(1000 typed, polished words)

The final project for our class asks you to use the research conducted within your second project—the research essay—and re­present that argument across three genres. ​In other words, you need to create three new pieces that relate to the argument you made in your research essay, **at least one of which must exist in a digital environment.** ​While **at least one of your creations should be written text**, none of the three creations should be a lengthy paper. You don’t have time for that at this late point in the semester.

You might, however, write a character profile, a poem, a short story, or a movie review (these are just a few of many possible examples) that relates to themain point of your researched essay. Other media include You Tube, Twitter, Tumblr, Facebook, google maps, Plotagon, comics, sculpture, poetry, short story, Yelp, Prezi, acrylic painting, and a photography essay.

You’ll submit a Potential Genres Proposal that explores what you’re thinking about doing, why, and how, and then a little later, a Project Proposal that describes the three creations you have decided upon.

In addition to the three creations, you are asked to write a rationale (at least 200 polished words) that explains the rhetorical choices you made in each genre and how you see those choices as rhetorically effective for you context and audience. In other words, for each of your creations, you’ll write a 200 word explanation (minimum of 600 words in all) of why you did what you did and how well you think it works or doesn’t work for your intended purpose and audience.

You will also write a final reflection (at least 400 polished words)​that explores what you learned about genre and rhetorical situation and how the project added to, challenged, or complicated your theories and practices of composing.

**How will I be graded?**

**20 points** Digital Component

**20 points** Written Component

**20 points** Grab Bag Component

**20 points** Rationale: You should provide clear explanations for the aesthetic and rhetorical choices you made for all three genres. How did you design each composition and why?

**20 points Reflection** Your reflection can address one (or more) of the following: How did the combination of Project 2 and Project 3 change my understanding of writing? How did the combination of Project 2 and Project 3 change my understanding of genre? Which composition you created turned out the most successfully? Why? Which composition you created turned out the least successfully? Why? How can I apply the ideas presented in Project 2 and Project 3 to my major?

What was the most difficult aspect(s) of Project 2/3? How can you problem-solve to avoid these difficulties in the future? In what ways do Project 1 and Project 3 connect and overlap?

The reflection and rationales should equal 1000 words total – you may divvy the word count as you see fit.

**TENTATIVE COURSE SCHEDULE**

 **-This schedule is subject to change-**

**Week 1**

**January 6**

In Class: Attendance Poem (“One Argument for the Existence of God”); Brief review of syllabus, In Class Writing, Class Discussion

Homework: Read The Bedford Book of Genres (BBG) Ch 1: “Understanding Genres” Pages 4-21.

**January 8**

In Class: Attendance Poem, Directions for Project 1, Pathos/Ethos/Logos activity, Read [Disability Spectrum](http://whqr.org/post/coastline-ability-spectrum-olympic-athlete-death), In class writing

Homework: BBG Homework Read pages 36-7. Answer Questions 1-11 on Page 38, then read the Google Essay and answer Questions 1-5. Please type your responses in standard Times New Roman 12-point font.

**Week 2**

**January 13**

In Class: Attendance Poem, Narrative Genres Group Activity, [Ted Talk: Social Construction of Identity](https://youtu.be/0_a1sFtrgyU)

No homework.

**January 15**

In Class: Attendance Poem, *,* Class Analysis of an American mother [Commercial](https://youtu.be/GXnp160McfA) versus [TV Sitcom](https://youtu.be/4dv-54_R4c4) versus a [Vlog](https://youtu.be/wam4OeUFYuU) versus a [Poem](http://www.literarymamhttp:/www.literarymama.com/poetry/archives/2019/11/mamas-turn.htmla.com/poetry/archives/2019/11/mamas-turn.html)

Homework: Choose one TV Show, movie, or book that features a modern American family. Briefly summarize your source and tell us what genre your source is a part of. Analyze the purpose, audience and pathos/ethos/logos of the source you choose. Explain why your source exemplifies the typical modern American family, providing specific examples. *Please type your answers in 12-point, Times New Roman font. Please answer the questions in complete sentences.*

**Week 3**

**January 20**

**MLK DAY – NO CLASS**

**January 22**

In Class: Attendance Poem; Sign up for Conferences*,* Class analysis of Lesbian [TV Sitcom](https://www.hulu.com/) (Season 3 Episode 4 7:30 – 9:20) v. [Movie Trailer](https://youtu.be/mp_h_ZqHhF0) v [Youtube Video](https://youtu.be/rQPHzDBO2QA) v [Standup Comedy](https://youtu.be/4tNJjMSpdFA)

Homework: Project 1 Proposal. What to include:

* 1. the identity you plan to discuss
	2. the four genres (type of genre, title, author)
	3. Any questions you might have about this project.
	4. *Please type your answers in 12-point, Times New Roman font. Please answer the questions in complete sentences.*

**PROPOSALS MUST BE TURNED IN BY MIDNIGHT TONIGHT.**

 Homework: Work on Project 1.

**Week 4**

**January 27**

CONFERENCES. Bring Draft 1 of Project 1 (700 words) of your essay along with specific questions I can help you with. WE WILL NOT MEET AS A CLASS THIS WEEK.

**January 29**

CONFERENCES. Bring Draft 1 of Project 1 (700 words) of your essay along with specific questions I can help you with. WE WILL NOT MEET AS A CLASS THIS WEEK

**Week 5**

**February 3**

In Class: Draft 1 of Project 2 (1000 words) due for Peer Review. Please have either TWO print copies of your essay or a digital copy on your laptop. Sign up for Conferences.

Homework: Work on Project 1.

**February 5**

In Class: Project 1 DUE BY MIDNIGHT TONIGHT. Attendance Poem. Directions for Annotated Bibliography. Directions for Project 2. Logical Fallacy Videos. Assign Logical Fallacy Groups

Homework: Read Trends in Teen Pregnancy Rates from 1996-2006: A Comparison of Canada, Sweden, U.S.A., and England/Wales and [Swedish Sex Education Has Time for Games and Mature Debate](https://www.theguardian.com/education/2015/jun/05/swedish-sex-education-games-mature-debate)

**Week 6**

**February 10**

In Class: Attendance Poem. Logical Fallacy Videos. Evaluating Sources Group Activity. Directions for Genre Presentations. Assign Genre presentations.

Homework: No homework.

**February 12**

In Class: Attendance Poem. Logical Fallacy Videos. Logical Fallacy Groups. Look at Sample Research Questions. Genre Presentations 1-7. In class writing.

Homework. Project 2 Proposal. What to include:

1. Research Question
2. List 5 potential search terms
3. Any questions you might have about this project.
4. *Please type your answers in 12-point, Times New Roman font.*

**Week 7**

**February 17**

In Class: Attendance Poem. Genre Presentations 8-12. Logical Fallacy Videos. Logical Fallacy Groups. MLA/Works Cited Review. MLA/Works Cited Activity.

Homework: Find two *scholarly, peer-reviewed* sources that relate to your topic and create two annotated bibliography entries for these sources. *Please type your answers in 12-point, Times New Roman font. Please answer the questions in complete sentences.*

**February 19**

In Class: Attendance Poem. Genre Presentations 13-19. Logical Fallacy Groups. MLA/Logical Fallacy Trivia.

Homework: Work on Annotated Bibliography/Project 2.

**Week 8**

**February 24**

In Class: Attendance Poem. Logical Fallacy Skits. Introduction to Wix. Directions for Final Project. *Please Bring Your Laptops to Class* *as well as a Draft of Your Annotated Bibliography*. Peer Review Bibliographies (no specific length required, the more you have the more feedback you will receive).

Homework: Work on Annotated Bibliography/Project 2.

**February 26**

In Class: ANNOTATED BIBLIOGRAPHY DUE AT MIDNIGHT TONIGHT. Attendance Poem, In-Class Work on Project 2, I will be there to answer questions and help verify sources. *Please Bring Your Laptops to Class.*

**Week 9**

**March 2**

CONFERENCES. Bring Draft 1 (700-1000 words) of your essay along with specific questions I can help you with. WE WILL NOT MEET AS A CLASS TODAY

**March 4**

CONFERENCES. Bring Draft 1 (700-1000 words) of your essay along with specific questions I can help you with. WE WILL NOT MEET AS A CLASS TODAY.

**Week 10**

**March 9**

In class: Draft 2 (1500 words) due for Peer Review. Please have either TWO print copies of your essay or a digital copy on your laptop.

Homework: Work on Project 2

**March 11**

Attendance Poem, In-Class Work on Project 2, I will be there to answer questions and help verify sources. *Please Bring Your Laptops to Class.*

Homework: Work on Project 2.

**Week 11**

**SPRING BREAK**

**Week 12**

**March 23 -25**

Online: Expect an E-mail labeled “Project 3” In it I will include the guidelines for Project 3 (annotated for clarity) as well as Sample Project 3s. Feel free to email with questions about Project 2,3, or the Final Portfolio at this time.

Homework: Work on Project 2. Brainstorm for Project 3.

**Week 13**

**March 30 – April 1st**

Online: Read the excerpt from Lessig (on the class website). You will receive an email titled “Lessig” with discussion questions for you to respond to.

Homework:

1) PROJECT 2 (2000 words) DUE AT MIDNIGHT on MARCH 30

2) PROPOSAL PROJECT 3 DUE AT MIDNIGHT on APRIL 1st

1. The three genres you plan on working in
2. How will each genre cover your topic? (For example, will it demonstrate your thesis? reach a new age group? gender? a supporting point? Your call to action? Your opposing evidence?)
3. A brief 1-2 sentence explanation of what you plan to do in each genre.
4. Any questions you might have about this project.
5. *Please type your answers in 12-point, Times New Roman font. Please answer the questions in complete sentences.*

3) LESSING DISCUSSION QUESTIONS DUE AT MIDNIGHT on APRIL 3rd

**Week 14**

**April 6 - 8**

Online: I will be available during class time both Monday and Wednesday to answer questions about Project 3 or your Final Portfolio.

Homework: Work on Project 3 and Final Portfolio.

**Week 15**

**April 13 -15**

Online: Project 3 Presentations. Ideally you would be presenting your Project 3s in class but that is no longer an option so instead you will present them just to me. A quick video on your camera or laptop will do the trick. In the presentation, you should tell the audience your topic/thesis and then present the materials you made. You may send me your video anytime before APRIL 26 at MIDNIGHT.

Homework: Project 3 and Final Portfolio.

**Week 16**

**April 20 -22**

Online: Project 3 Presentations.

Homework: Project 3 and Final Portfolio

**Week 17**

**April 27 - 29**

Online: Wix Workshop. You will receive an email labeled “Wix Workshop”. In it you will find workshop questions and your partner’s name and email. You should send your partner a link to your website. You should receive a link to their website. Respond to the Workshop Questions and email both I and your partner a copy of your responses by MIDNIGHT APRIL 29.

Homework: Project 3 Rationales and Final Reflection due BY MIDNIGHT APRIL 29.

 LINK TO FINAL PORTFOLIO DUE BY MAY 3RD.

\*\*\*ALL REVISIONS AND MISSING ASSIGNMENTS MUST BE TURNED BY MAY 3RD\*\*\*\*

**Cheers! We made it!**